



SCHOOLS' FORUM

22 June 2023

DSG SEND RECOVERY PLAN UPDATE

1. Purpose

- 1.1 To update members of the Schools' Forum on the progress of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives and projects designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block:
- To update on the progress with DfE Delivering Better Value review, and emerging themes
 - To propose SEND Capital timeline for further grant opportunities for mainstream schools to meet local needs.
 - To highlight related risks and issues.

2. Financial Modelling

- 2.1 To support decision making and project investment, the SEND Recovery Plan financial model for high needs expenditure was developed. This utilises demand-based assumptions set out in appendix A.
- 2.2 The total budget for the Recovery projects 2022/23 is £364k, this figure will remain the same for 2023/34.
- 2.3 There has been no uplift in funding since the SEND Recovery Plan projects started and providers were commissioned or public to public contracts arranged. Many of these will be renewed this year in the Summer and RCC and costs will rise, and the implications are set out, for SF review.

SEND RECOVERY PLAN PROJECTS

3. Schools Support Partnership (SSP) formerly Education Inclusion Partnership

- 3.1 Each element of the Recovery plan is designed to build sustainable capacity and capability within schools; to grow skills, expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs, through individual work with children with SEMH to help ensure needs are not missed, misunderstood or misinterpreted. This ensures where possible that children can thrive in mainstream school and remain within their community and reach their own full potential. The SSP was also designed to evidence that children's outcomes into adulthood are improved by maintaining local networks, family and peer groups without the need for an EHCP or where appropriate to provide support as the EHCNA process is expedited. Success is demonstrated through education practitioners exhibiting and expressing confident inclusive practice over time and supporting children effectively at an earlier stage where their needs change or emerge.

- 3.2 Caroline Crisi is the SSP Coordinator, she is a SEMH Specialist teacher with broad experience of delivering partnership work and assesses children's needs. She has a particular expertise in SLCN and the link to behaviours that challenge.
- 3.3 The SSP Primary Model changed in June 2022 to create a more responsive approach where SSP Coordinator continues to write action plan for cases, but interventions are arranged at the earliest opportunity direct with the SEMH specialist teachers linked to each school.
- 3.4 An SSP quality assurance review meeting is convened three times a year by the SSP Coordinator with all primary head teachers and SENCos and the social worker (linked to Virtual School) and Education Lead. This meeting ensures that cases are properly managed and allows for the SSP Coordinator to report back to Primary schools directly on data, gaps in provision and areas for development, using case studies examples to provoke discussion. Attendees shared an overwhelming positive response to delivery and outcomes for children in the meeting in December 2022. The March meeting was postponed and the next was 9th June.
- 3.5 *Secondary phase referrals*, cases are increasing but this is a positive outcome at this stage of development and reflects recent developments with particular schools fully engaging with monthly meetings and raising emerging risk cases for early intervention SSP support. This reflects the pattern with primary where cases rise and then fall as schools gain in inclusion confidence and practice.
- 3.6 Speech Language and Communication specific individual referrals also show a downward trend.
- 3.7 Lunchtime support staff, sessions have been started for SEMH Support and professional development for Midday staff to support pupils during unstructured times and trigger points impacting on classroom engagement.
- 3.8 *Nurture outreach from the Hub at Edith Weston and some places on site in the Nurture Nest*. The additional resources that Schools' Forum mandated has been helpful, there is increased staffing capacity and outreach arrangements are now in line to bring more timely support to all primary schools in line and linked with other SSP processes. All outreach support situations are mandated through the SSP coordinator to provide consistency and monitor impact.
- 3.9 The *monthly Providers meetings* continue, bringing coordination for the best use of collective resources to avoid overlap and overwhelm of schools.

4. Capital developments to support Inclusion practice in Rutland.

- 4.1 Rutland has remaining DfE High Needs Capital allocation designed to meet local SEND priorities. RCC gave delegated authority to the DCS and Lead Member for Children to allocate remaining funds to meet strategic aims.
- 4.2 RCC will open an Expression of Interest process in late Summer/Autumn 2023 to meet priorities for SEND in line with Rutland's Inclusion Strategy and the Government's proposals in the SEND Green Paper and the DfE Special Provision Terms of Grant. Capital and possibly Revenue funding to assist with set up costs is likely to be available.
 - Opportunities to provide Alternative Provision for Rutland students some of whom will not have an Education Health and Care plan but are at risk of being excluded from receiving their educational entitlement. To provide short term interventions

expected to be between 3 months and 2 years, offering a more sustainable alternative to provisions usually commissioned by Rutland.

- Early Years and Primary Mainstream small group facilities that may be utilised as Family Hub facilities as well. Building on the learning from the Secondary mainstream-plus small group arrangements (at UCC) developing Mainstream plus places 2024 onwards.
- Break out spaces in Primary Schools, to enable children's specialist or emerging needs to be met.

4.3 Capital works at UCC have increased facilities for children with EHCPs in Rutland to access mainstream education. The first cohort of children in a small group class of 11 commenced Sept 2022 and will ordinarily provide 10 places yearly. Feedback on progress and impact for students continues to be positive. The arrangement is set out in a legal agreement between UCC and RCC.

5. Delivering Better Value in SEND Services Review

5.1 The DfE Delivering Better Value Review of SEND arrangements in Rutland is as part of Tranche 2 continues. Rutland is one of 55 authorities taking part, and activities to analyse local trends, examine future expected children's needs, and predict demand and best use of available funding have continued apace, activities have included parental and education practitioner surveys, listening forums with small groups of parents and professionals and reviews of cases to focus thinking of outcomes.

5.2 Key themes are emerging and projects that follow this deep examination will add additional transformation resources that could help make Rutland's SEND systems more inclusive and meet the DfE Green Paper intentions and learning and opportunities identified from the recent Ofsted Inspection.

5.3 Any projects considered will be set out in an updated SEND Recovery Plan and the Children and Young Peoples' Partnership Plan associated with Rutland's SEND and Inclusion Strategy.

6. Supporting children early in their education journey- Early Years Pathways

6.1 Early Years, (EY), Providers in the Private Voluntary and Independent sector were in favour of developing greater confidence and practice in inclusion in their workforces. A highly experienced Specialist Teacher, Naomi Collins, is now linked with each setting. A work plan and progress will be reviewed through the Early Years Forum.

6.2 This work also underpins the learning from the recent Local Government Association Mini Review which centred on Speech and Language support. The work that Sarah Patel is offering to Early Years' settings and Primary schools, which is commissioned for Rutland Schools, was pointed to as good practice. Areas for development include:

- Utilising the Recovery Plan as a good vehicle for promoting better partnership working to meet speech and language needs,
- Makes access to Speech, Language and Communication clearer so that all partners and parents understand how to access support,
- and developing a school readiness strategy owned strategically to make sure that children's needs are picked up early and supported appropriately.

6.3 The EY Support Partnership type work is coalescing with the Family Hub developments to ensure consistent support for parents, and increased help for children who develop SEND.

6.4 Additional places are also expected to be available as SEND unit provision places increasing capacity for children with EHCPs at Oakham CofE Primary Academy.

7. SENCO Network

7.1 The SENCo Network offering valued training and sharing good inclusionary practice across schools in Rutland continues. This is funded by the Schools' Forum at a cost of £8k yearly as an additional pressure on the High Needs Budget and coordinated by the SSP Coordinator

8. Key Project Risks and Issues

Risks	Mitigating factors
Covid affecting parental anxiety, children and young people's emotional wellbeing and mental health and concern about attending school.	RCC have commissioned Anxiety Related Non -Attendance support (ARNA) all schools are participating. Schools taking up this training and implementing recommendations will be a significant mitigating factor
Parental pressure for Specialist places	All practitioners can help build confidence, carry reassuring messages about meeting need in mainstream school and consistently seek help at the earliest stages through the Schools Support Partnership if unsure. This will form part a key session in developing parental understanding of trends and priorities
Change to existing SEN funding systems is difficult and may be opposed by Schools staff and Parents	Well-constructed business case and inspired leadership required to develop fit for purpose services. RPCV informing practice and Communications strategy. Collaboration sessions with parents seeking positive and possible solutions
Budgetary pressures, since all SEND Recovery plan Schools Support Partnership purchased interventions are now in demand.	Monitor spend carefully adjust intervention allocations accordingly. Utilise first line of support through SEMH link teacher, enable more responsive support so that the window of opportunity to help is not lost if needs escalate. Enable Capital projects that enable local inclusion
There is a risk that schools see places at the Nurture hub as a single solution. This is unsustainable and not the intention of the project.	Outreach support has been modified, and additional capacity created to support other schools with trauma and attachment issues often presenting as difficult behaviour
Building inclusion capacity in Early Years with the Private Voluntary and Independent sector	A specialist teacher linked to each setting-agreed and funded in the main by the EY Forum and High Needs Budget. Role developed in harmony with Inclusion services.

<p>An increase in permanent exclusions in previous academic year, and a scheduled review of the Fair Access Protocol meeting scheduled with secondary school-leaders and DfE Advisor</p>	<p>Fair Access Protocol arrangements in place is in line with Rutland's stated Inclusion Strategy, maintaining children in local education when their needs escalate.</p>
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Appendix A

The SEND Recovery Plan - Purpose and Assumptions

- a) Schools Forum provides £364k of additional annual investment from the High Needs Block (HNB) with a range of projects and activities designed to increase capacity within mainstream schools to support children and young people with SEND, to be maintained in Rutland Schools as part of the SEND Recovery Plan.
 - b) All schools in the partnership also contribute a small sum equivalent to £1 per student on roll yearly, a sum of about £3k.
 - c) All projects are predicated on the determination by schools' leaders to grow skills and knowledge in inclusionary classroom practice, to identify children early whose needs might otherwise be missed, misdiagnosed or misinterpreted in order to build sustainable capacity, expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs. The focus is that children are assisted to grow and succeed in mainstream school and to get practical help avoid exclusions and to support children quickly to help de-escalate situations and meet needs earlier to avoid an unnecessary EHCP (or follow a dual approach where this is the right path).
 - d) Success for the SEND Recovery plan projects is based on recovering avoidable or unnecessary costs of specialist placements over time, with fewer children escalating out of the local mainstream education system and in line with intentions of the SEND Inclusion Strategy for Rutland and reflective of the line of direction indicated in the Governments intentions set out in both the recent SEND Green Paper and education White Paper.
 - High needs funding to increase by 5% annually.
 - A recurring 0.5% transfer from the schools' block.
 - The increase in placement costs has been extrapolated using the change in EHCP plans over the last few years.
 - Update average placement costs based on latest information.
- 8.1 The financial model is based on assumptions of success such as proportionate reduction in special school placements, and it must be noted that each action within the recovery plan factors in assumed impact and so there are no guarantees to each element.
- 8.2 The success of projects is also subject to influencing factors including the commitment and capacity of schools to engage, test and commit to alternative approaches. There is also now a demonstrable negative impact on the recovery plan from the pandemic and increase in SEND and Inclusion demand.